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DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH ART IN ENGLISH LESSONS

Early school-age is characterized by a large number of different emotions that the student seeks to use. An English lesson is one of the most favorable for this. Learning through art develops aesthetic feelings, evokes colorful emotions, creates a subtle connection between learning moments and creativity, the application of this knowledge by tools of drawing, modeling, creating products, theatrical art, action storytelling, etc. These tools help to develop and improve fine motor skills, self-regulation, social skills, creativity, imagination, motivation, etc.

Art is any structured activity that involves the use of hands and other tools to create the final product. One of the important factors in the use of art in English lessons is the integration of subjects to form a comprehensively developed and creative student. This integration is reflected in the State Standards for Primary Education. Given the integrated character of competence, in the implementation process "A typical educational program" or educational programs are recommended use interdisciplinary and intersubject connections that contribute to the integrity of primary education outcomes and the transfer of skills to new situations. [3]

The use of art technology allows each child to participate according to their abilities, without catching up with others, because needlework can be formed as variations at different levels of student skills. During such training, students become able to use language through requests, suggestions, opinions, praise, and physically see what they have learned.

In this article, we will consider pre-craft activities, during-craft activities namely interaction management techniques, and post-craft activities.

Students must be prepared before working directly with products or otherwise. This means that they will be able to get acquainted with lexical and grammatical material. However, previous work is needed not only for students but also for teachers. We need to consider some of the elements that are the foundation and improve the learning process. The first of the elements is the full readiness of the teacher. That is, the teacher must prepare all the handouts and place them in the access field for himself and the students. This stage is one of the main ones because after wasting time in class, searching for the necessary materials can distract students, they will begin to negotiate and discipline will be lost.

The next element is to create tension while presenting what the children will be doing in class. This can be done by looking at the object (without showing it to the students) and showing only the facial expression, ie the emotion that the object evokes. Another way is to show a part of a product or object. The student's interest provokes

him to use language and ask or even guess the hidden thing.[Trowbridge S. Arts and crafts with young learners. [2]

Students still have underdeveloped attention in learning. To make it easier to understand what the children are going to do during the lesson, the teacher should prepare a model. Children are interested in the author of the product, and when they learn, they also try to do the same. It is important to use structures and phrases that you want children to learn while presenting things. The finished model helps to introduce new vocabulary, practice it, and grammar, on its basis to form the free use of language by students. During the transition to templates, the teacher can use tasks such as "listen and show", games "I see ...", "What is it?".

Interaction of students in English lessons is a very important element because it is a good practice to use the language in real life. The first thing to do is to motivate the student because if the student has no reason to use the language, he/she will not do it. Motivation is the driving force that is the root cause of learning and implementing language. The teacher should consider these mechanisms of motivation taking into account the age characteristics of students and their needs.

Several techniques will be effective for motivating students to use language. The first technique is to create needs for speech requests. This method can be organized in practice by distributing the necessary material to each student at the desk so that one student had all the pencils, the second paper, the third needed pictures with the vocabulary being studied, and so on. Children staying in their seats or approaching each desk in order will have to ask for the right thing and respond when it is provided.

Another technique is the delegation of certain monitoring responsibilities to students. This means that when students learn to say phrases that involve prior technology, several stronger students can be identified who will ensure that these phrases are used correctly in individual lessons. Each new lesson can assign a different student. This will help them feel more responsible and humble, as they are responsible for "language in the classroom".

The next technology is the so-called "no silence" game. Its goal is to avoid silence, which can be filled with living situational language. For example: in the lesson, there was a reading of the fairy tale "Walk in the Jungle" and students learned a song that ends with the question "What is this animal?". In addition, students can simply sing or listen to a song, which will help them keep English in check.

Another technology is adding a game element in the distribution of materials for the manufacture of alterations or in the distribution of stages of manufacturing a joint product or art task. These can be puzzle games with pantomime, spelling, cards, etc.

The latest technology is storytelling using alterations, stages of stitching, painting, etc. Sometimes you can use songs or stories in the presentation of the product. For example, "Grandfather and grandmother lived and they had ... . Grandfather was engaged ... and grandmother ..." and so on. Another way to use stories is if the craft is based on a story, retell it and stop at key points so that the children can paint / glue or assemble each part of the item. [1]

After the main part, students should consolidate their knowledge and present what they have made or prepared. This stage is called post-craft activities. It is appropriate to consider this stage by the products or things made by students. If the children have

created a board game or something similar, you can use the following tasks: "Say the name of the object, action.", "Act.", "Make a sentence with the object, action.", "Listen and touch the card.", "Predict the object and then throw cube.", etc.

If students are preparing drawings or painting something, you can offer to find differences in the drawings. If they are drawing creatures, you can offer to raise your hand if their creature has 3 eyes, 4 legs, and the like. If the teacher thinks it is appropriate to use group or pair work, you can play guessing games. In this case, one child chooses the thing in the picture, and others ask her to guess the intended object.

If students made dolls, masks, puppets, you can play with them a fairy tale or story song. For example, it is possible to arrange dolls in a class and pass on a class to reproduce history, it is possible in order, and it is possible situationally. Another example of application is the adaptation to a new fairy tale or story, you can also come up with a possible dialogue between the characters. Students can choose a character and behave in the lesson as their character would behave.

At each stage of the lesson, the teacher needs to monitor the situation in the classroom, monitor the correct use of language, help students formulate an opinion or request. Unfortunately, young teachers use monotonous praise, for example, "Well done!", "Good job". In this case, the teacher can build praise on the work done by the student. The teacher should try to be specific and descriptive in his comments, not offer general praise. Instead of "It's good," it's better to say, "I like the way a bird swims." Fun! ' or "I like blue fish" or "You painted very carefully." Children will not understand every word, but in combination with your body language and individual interaction with gestures, they will understand it. If it means something to them, they can learn the language you use.

Therefore, the teacher should think of tasks for the use of language before, during, and after classes aimed at engaging students in art. We should not forget about the motivation to use the language in the classroom, because without this important element of learning will not make any sense in the eyes of the child. And the last point that will be effective in the lesson is to close speech pauses for the use of language in life situations.

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